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ABSTRACT

A survey was conducted of Napa Valley College (NVC) graduates who completed a degree or certificate program in the 1984-85 academic year. Surveys were sent to 320 graduates to determine what percentage achieved their educational goal by the time they left NVC; graduates' satisfaction with their NVC experience; the extent to which they took advantage of the resources available at NVC; and graduates' employment and transfer experiences. Study findings, based on a 56% response rate, included the following: (1) 89% of the graduates indicated that they were either employed on a full-time basis (50%) or were attending college (39%); (2) 37% stated that their primary reason for attending the college was to earn an associate degree and then transfer to a four-year college; (3) 90% indicated that they had achieved their major educational goal by the time they left NVC; (4) of the students who did not achieve their goal of transfer to a four-year college, 25% did not do so for financial reasons (25%) and 25% because they accepted a full-time job instead; and (5) 85% of the respondents felt that they were adequately prepared to succeed in the courses they took during their first year at NVC. Based on study findings, recommendations were developed for improving the image of the NVC, making information about financial aid more accessible to students, ensuring that students receive personal attention, improving students' college survival skills, and increasing student involvement in learning. The survey instrument is appended. (RO)

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FOLLOW-UP SURVEY OF STUDENTS WHO RECEIVED A DEGREE OR CERTIFICATE FROM NAPA VALLEY COLLEGE IN THE 1984-85 ACADEMIC YEAR

by

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FOLLOW-UP SURVEY OF STUDENTS WHO RECEIVED A DEGREE OR CERTIFICATE FROM NAPA VALLEY COLLEGE IN THE 1984-85 ACADEMIC YEAR

In the winter of 1986, a survey was conducted of Napa Valley College graduates who completed a degree or certificate program in the 1984-85 academic year. The purpose of this study was to obtain answers to each of the following questions:

- What percentage of the 1984-85 graduates achieved their educational goal by the time they left Napa Valley College?
- How satisfied were the graduates with the quality of classroom instruction they received in their major area of study? How satisfied were the former students with the overall quality of Napa Valley College?
- To what extent did the graduates take advantage of the resources (e.g., faculty, counselors, other students) and facilities (e.g., library, learning skills center, cafeteria) available at the college?
- How satisfied were the 1984-85 graduates with the preparation for employment they received at Napa Valley College?
- What positions do graduates of various programs enter?
- What salaries do graduates of Napa Valley College command in their first year of post-college employment?
- How satisfied were the graduates who transferred to a four-year institution with the academic preparation they received at Napa Valley College?

METHOD

Names and accurate addresses were available from 320 students who were awarded a degree or certificate from Napa Valley College during the 1984-85 academic year. In December, 1985, each of these graduates was sent a four-page survey and a cover letter explaining the project. Graduates who did not return the survey were sent two follow-up letters in January, 1986, encouraging them to complete the questionnaire. These procedures resulted in a 56 percent rate of return (179 out of 320).

RESULTS

What was the educational and occupational status of the graduates at the time they completed the survey? Eighty-nine percent of the graduates indicated that they were either employed on a full-time basis (50%) or were attending college (39%). Close to 7 percent of the graduates indicated that they were not employed full time and were seeking a full-time job. The remaining 4 percent of the sample noted that they either had full-time home responsibilities (3%) or they were in the military (1%).

What was the primary reason the graduates had for attending Napa Valley College? The graduates were asked to indicate the primary reason they had for enrolling at Napa Valley College. The responses to this question are shown in Table 1. It is instructive to note that 9 percent of the graduates were not interested in earning a degree or certificate at the time they first enrolled at Napa Valley College.

Table 1

Educational Plans of the Graduates
When They First Enrolled
at Napa Valley College

37%	Earn an associate degree (A.A. or A.S.) and then transfer to a four-year college or university.
34%	Earn an associate degree and then find full-time employment upon graduation from Napa Valley College.
16%	Complete a vocational/technical certificate program.
6%	Take courses necessary for transfer to a four-year college or university (not interested in A.A. or A.S. degree).
5%	Take a few courses for general interest or self-improvement.
2%	Take a few job-related or job-required courses.
2%	Other.

What percentage of the graduates reported that their primary goal for attending Napa Valley College was achieved? Ninety percent of the graduates indicated that they had achieved their major educational goal by the time they left Napa Valley College. This figure is higher than that found in the survey of 1983-84 graduates where 86 percent of the former students noted that their primary educational objectives for attending Napa Valley College were achieved.

Reasons given by degree recipients on why their educational objective was not achieved. About three-fourths of the degree recipients whose primary goal for attending Napa Valley College was to transfer to a four-year college or university reported that they didn't do so because of financial reasons (25%) or because they accepted a full-time job instead of pursuing a baccalaureate degree (50%). Other reasons cited by the graduates for not having achieved their educational goals at the college included lack of success in finding a job in their field of study, transferred to a four-year university rather than seek a full-time job, and changed program of study.

How satisfied were the graduates with the quality of instruction in their major area of study and with the overall quality of education at Napa Valley College? As shown in Table 2, 97 percent of the degree recipients reported that they were either satisfied or somewhat satisfied with the overall quality of education at Napa Valley College and 96 percent indicated that they were satisfied or somewhat satisfied with the quality of instruction in their major area of study. At the other end of the rating scale continuum, just 2 percent of the former students indicated that they were not satisfied with the quality of education at Napa Valley College and only 4 percent of the graduates were not satisfied with the quality of instruction in their major field of study. These results mirror those found in the survey of students who graduated from Napa Valley College in the 1982-83 academic year.

Table 2

Satisfaction of Graduates with the Quality of Instruction They Received While Attending Napa Valley College

	How Satisfied Were You with the Overall Quality of Education at NVC?	How Satisfied Were You with the Quality of Classroom Instruction in Your Major Area of Study
Satisfied	73%	73%
Somewhat Satisfied	25%	23%
Not Satisfied	2%	4%

How satisfied were the degree recipients with the personal attention they received while attending Napa Valley College? Napa Valley College prides itself as an educational institution where students receive personal attention. In fact, the motto "Where you get personal attention" is featured on the front cover of the college's 1986-87 catalog. To what extent is this claim warranted? In an effort to address this question, respondents to the survey were asked to indicate the extent to which they were satisfied with such aspects of their college experience as availability of faculty and counselors, relationships with faculty members and with other students, opportunities for personal involvement

in student activities, concern of college staff for students as individuals, and class size. Table 3 shows the responses to the questions measuring the extent to which the graduates felt they received personal attention when they attended Napa Valley College.

Table 3

How Satisfied Were the Graduates with Each of the Following Aspects of Napa Valley College?

	Satisfied	Somewhat Satisfied	Not Satisfied	Does not Apply
Class size	80%	17%	3%	--
Relationships with other students at the college (friendly, supportive, sense of belonging)	78%	17%	4%	1%
Relationships with faculty members (approachable, helpful, understanding, encouraging)	68%	27%	3%	2%
Out-of-class availability of your instructors	68%	24%	6%	3%
Concern for you as an individual	54%	37%	6%	3%
Availability of a counselor for academic/career advice	48%	32%	16%	4%
Relationships with administrative personnel and offices (helpful, considerate, flexible)	47%	32%	13%	8%
Academic assistance received from tutors, Learning Skills Center Staff, and/or Writing Lab	44%	17%	5%	34%
Opportunities for personal involvement in student activities	37%	21%	9%	33%

As illustrated in Table 3, over 90 percent of the former students noted that they were either satisfied or somewhat satisfied with the size of their classes, relationships with other students at the college, their relationships with faculty members (approachable, helpful, understanding, encouraging), and concern for the student as an individual.

With the exception of the availability of a counselor for academic/career advice and relationships with administrative personnel and offices, less than 10 percent of the former students expressed dissatisfaction with their interactions with college staff. On the other hand, about one-third of the 1984-85 college graduates checked "does not apply" regarding opportunities for personal involvement in student activities and academic assistance received from tutors, Learning Skills Center Staff, and/or the Writing Lab. This suggests that just over one in three of the students who earned a degree or certificate did not participate in student activities at the college and had no interest in doing so. It also indicates that 34 percent of the former students did not receive assistance from one of the college's academic skills support services.

Daytime vs. evening students. Students who attended college in the daytime were much more likely than those enrolled in classes in the evening to express satisfaction with the out-of-class availability of their instructors (70% vs. 54%) and with their relationships with their instructors (73% vs. 46%). Twice as many evening as day students noted that they were not satisfied with their relationships with administrative personnel and offices (23% vs. 12%). Responses to the other indicators of college satisfaction were similar among the two groups of students.

To what extent did the graduates take advantage of the human resources and facilities available at the college? Napa Valley College provides a variety of resources, facilities, and opportunities that are intended to facilitate student learning and development. Educational resources provided by the college include faculty, counselors, support service staff, and other students. Educational facilities include the library, the Learning Skills Center, and the cafeteria. Opportunities for learning include classwork, homework assignments, and availability of campus-based student clubs and organizations.

Colleges are, of course, accountable for providing an environment that will encourage student learning. They are accountable for the resources and facilities, the programs and procedures, the stimuli and standards they provide for student learning and development. But surely the students are also accountable for the amount and quality of effort they invest in their own learning and development, and specfically in using the facilities, opportunities, and resources that are available in the college setting. It has been well documented that student involvement in learning is strongly related to persistence in college, academic achievement, and personal development.

To what extent did the former students take advantage of the resources and facilities provided at Napa Valley College? To address this question, respondents to the survey were asked to indicate the number of times during their last two terms of attendance at Napa Valley College they

participated in each of 17 activities intended to promote student learning and development. Answers to these questions are divided into the following three categories: student interactions with faculty and counselors (Table 4); student-student interactions (Table 5); and student academic encounters (Table 6).

Student-interactions with faculty and counselors. There was much variation among the degree recipients in the extent of their involvement with faculty members and counselors. The information presented in Table 4 shows that during their last two terms at Napa Valley College 92 percent of the graduates asked their instructor for information related to a course they were taking; 85 percent asked a faculty member for advice about their program of study; and 82 percent discussed their career plans and ambitions with a faculty member. A smaller percentage of the degree recipients indicated that they had asked a counselor for advice about their program of study (79%); made an appointment to meet with a faculty member in his or her office (72%); discussed ideas for a term paper or other class project with a faculty member (67%); and discussed their career plans and ambitions with a counselor at the college (64%). Compared to evening students, those attending classes in the daytime were more likely to interact with their instructors.

Table 4

Student-Faculty Interactions

	Never	Once	2-4 Times	5 or More Times
Asked your instructor for information related to a course you were taking (grades, make-up work, assignments, etc.)				
Total Sample	8%	13%	39%	40%
Daytime Students	7%	11%	39%	43%
Evening Students	18%	27%	37%	18%
Asked a faculty member for advice about your program of study				
Total Sample	15%	21%	44%	20%
Daytime Students	14%	22%	42%	22%
Evening Students	23%	14%	49%	14%
Discussed your career plans and ambitions with a faculty member at the college				
Total Sample	19%	18%	43%	20%
Daytime Students	17%	19%	43%	21%
Evening Students	29%	10%	42%	19%

Table 4 (cont'd)

	Never	Once	2-4 Times	5 or More Times
Discussed your career plans and ambitions with a counselor at the college				
Total Sample	36%	26%	30%	8%
Daytime Students	32%	28%	29%	11%
Evening Students	50%	18%	23%	9%
Made an appointment to meet with a faculty member in his/her office				
Total Sample	28%	18%	42%	12%
Daytime Students	27%	17%	41%	15%
Evening Students	32%	27%	36%	5%
Discussed ideas for a term paper or other class project with a faculty member				
Total Sample	33%	20%	35%	12%
Daytime Students	30%	21%	35%	14%
Evening Students	41%	18%	36%	5%
Asked a counselor for advice about your program of study				
Total Sample	21%	29%	38%	12%
Daytime Students	20%	30%	38%	12%
Evening Students	23%	27%	36%	14%

Student involvement with other students. As illustrated in Table 5, the degree recipients reported that they interacted a great deal with other students at the college about their coursework. On the other hand, three-fourths of the graduates said that they did not attend a meeting of a campus-based club, organization, or student government group during their last two terms at the college. With the exception of participation in student-based organizations, student-student interactions regarding coursework was similar for those attending classes in the day and those taking classes in the evening.

Table 5

Student-Student Interactions

	Never	Once	2-4 Times	5 or More Times
Talked to other students outside of class about your courses and other college activities				
Total Sample	3%	5%	15%	77%
Daytime Students	4%	5%	20%	73%
Evening Students	9%	5%	36%	50%

Table 5 (cont'd.)

	Never	Once	2-4 Times	5 or More Times
Had meals, snacks, etc., at the campus cafeteria				
Total Sample	11%	5%	19%	67%
Daytime Students	11%	5%	19%	65%
Evening Students	14%	9%	27%	50%
Met with other students outside of class to review the coursework				
Total Sample	16%	7%	26%	51%
Daytime Students	16%	8%	29%	47%
Evening Students	18%	18%	37%	27%
Worked with other students on a class project				
Total Sample	17%	11%	33%	39%
Daytime Students	17%	12%	36%	35%
Evening Students	18%	18%	46%	18%
Attended a meeting of a campus-based club, organization, or student government group				
Total Sample	72%	11%	6%	11%
Daytime Students	75%	10%	6%	9%
Evening Students	91%	5%	--	4%

Student involvement with their coursework. Over one-half of the former students noted that they participated in each of the following course-related activities five or more times during their last two terms at the college: spent an average of two or more hours per week outside of class studying for each one of the courses in which they were enrolled (67%); used the college library as a quiet place to read and study (63%); and used the college library to find materials needed for a class assignment (52%). Just under 40 percent of the graduates reported that on five or more occasions in their last two terms at the college they spent three hours or more writing a paper for a class before turning it in. Close to three-in-ten of those who received a degree or certificate from the college in 1984-85 received assistance with a course from a tutor and/or a staff member in the college's Learning Skills Center. These findings are presented in Table 6.

Table 6

Student Involvement With Their Coursework

	Never	Once	2-4 Times	5 or More Times
Spent an average of two or more hours per week outside of class studying for each one of the courses in which I was enrolled				
Total Sample	8%	5%	20%	67%
Daytime Students	9%	5%	19%	67%
Evening Students	9%	9%	18%	64%
Used the college library as a quiet place to study				
Total Sample	11%	4%	22%	63%
Daytime Students	7%	3%	22%	68%
Evening Students	33%	10%	24%	33%
Used the college library to find materials I needed for a class assignment				
Total Sample	14%	7%	27%	52%
Daytime Students	12%	6%	26%	56%
Evening Students	29%	19%	23%	29%
Spent three hours or more writing a paper for a class before turning it in				
Total Sample	11%	14%	38%	37%
Daytime Students	10%	14%	39%	37%
Evening Students	11%	14%	38%	37%
Received assistance with a course from a tutor and/or a staff member in the college's Learning Skills Center				
Total Sample	72%	12%	9%	7%
Daytime Students	69%	12%	11%	8%
Evening Students	82%	13%	--	5%

How adequately prepared were the former students when they first enrolled in classes at Napa Valley College? Eighty-five percent of the 1984-85 graduates felt that they were adequately prepared to succeed in the courses they enrolled in during the first year they attended Napa Valley College. Courses in mathematics and English were the most frequently cited subject areas that the remaining 15 percent of those in the sample felt they were not adequately prepared to succeed in during their first year at Napa Valley College.

The former students were also asked to reflect on the courses they had taken during their first year at the college and then indicate how well prepared they were in each of eight basic skills areas. Responses to this question, summarized in Table 7, reveal that a high percentage of the former students felt they were adequately prepared in their reading (80%) and writing (70%) skills to succeed in courses they had taken during their freshman year at the college. About one-half of the graduates felt that they were adequately prepared to succeed in their first-year courses at Napa Valley College in each of the following areas: problem solving skills (58%); note-taking skills (57%); test-taking skills (55%); mathematics skills (55%); speaking skills (53%); and study skills (49%). These data suggest that careful consideration be given to offering a course in college survival skills to all incoming freshmen.

Table 7

How Well Prepared Were the Former Students in Each of Eight Skill Areas to Complete the Courses in Which They Were Enrolled During Their First Year at Napa Valley College?

	Adequately Prepared	Somewhat Prepared	Not Well Prepared	Not Applicable
Mathematics Skills	55%	24%	12%	9%
Note-Taking Skills	57%	21%	8%	2%
Reading Skills	80%	16%	1%	3%
Writing Skills	70%	23%	5%	2%
Test-Taking Skills	55%	30%	11%	4%
Problem-Solving Skills	58%	32%	7%	3%
Speaking Skills	53%	25%	16%	6%
Study Skills	49%	34%	14%	3%

How satisfied were the graduates with their preparation for employment? Ninety-two percent of the former students who went to work after they graduated noted that they were either very satisfied (37%), satisfied (46%), or somewhat satisfied (9%) with their preparation for employment. The percentage of 1984-85 graduates who indicated that they were very satisfied with their preparation for employment was higher than that found in the survey of students who graduated from the college in 1983-84 (37% vs. 33%). Former students who were not entirely satisfied with their community college preparation for employment included those who were unemployed and seeking work; graduates of programs that were not career-oriented; and graduates of programs in which a baccalaureate degree or higher is often required by employers (e.g., engineering, computer studies, and accounting).

What is the relationship between the graduates' current jobs and their programs of study at Napa Valley College? Close to nine-in-ten (88%) of the 1984-85 graduates who were working full-time held a job that was directly related to their program of study at Napa Valley College. This close relationship between the former students' major fields of study and the jobs they obtained upon receiving their degree or certificate from the college was substantially higher than that which was found in the survey of 1983-84 college graduates (88% vs. 80%).

What are the job titles, salaries, and places of employment of the 1984-85 Napa Valley College graduates? Respondents to the follow-up survey were asked to state their job titles, names and locations of the firms in which they were employed, and the range of their annual salaries (not including overtime). The ranges of the annual salaries commanded by the 1984-85 graduates employed full-time is shown in Table 8.

Table 8

Average Salaries Earned by 1984-85 Graduates Employed Full-Time

Salary Range	Percent of Graduates
$ 5,000 - $10,999	11%
11,000 - 15,999	26%
16,000 - 19,999	18%
20,000 - 24,999	28%
25,000 - 29,999	7%
30,000 or more	10%

Sixty-three percent of the graduates reported that they were earning $16,000 or more in their jobs, and 46 percent had annual incomes in excess of $20,000. The salary range for the majority of graduates by college program areas was as follows: Electronics Technology ($25,000 or more); Telecommunications Technology ($25,000 or over); Associate Degree Nursing ($20,000 - $25,000); Business, including accounting ($16,000 - $25,999); Psychiatric Technicians ($16,000 - $19,999); Licensed Vocational Nursing ($16,000 - $19,999); and Secretarial Science ($11,000 - $15,999).

A list of the graduates' job titles, salaries, and location of employers by their major field of study is available upon request from the Office of Planning and Resource Development.

How Satisfied Were the Graduates with Their Preparation for Transfer to the College or University They are Currently Attending? Eighty-two percent of the graduates who were attending a four-year institution stated that they were either very satisfied (24%), satisfied (31%), or somewhat satisfied (27%) with the preparation for transfer they received at Napa Valley College. The remaining 18 percent of the former students indicated that they were either not very satisfied (15%) or dissatisfied (3%) with the preparation for transfer they received at the college. Those who experienced some dissatisfaction with their preparation for transfer cited such reasons as not having all their credits earned at Napa Valley College accepted by the institution to which they transferred, inadequate preparation in certain subject areas needed to succeed in their upper division courses, and a belief that they didn't receive adequate and/or accurate information on the courses they needed to take to fulfill the lower division requirements of the university to which they transferred.

Plans for Additional Education. Recipients of degrees and certificates from the college in 1984-85 were asked to indicate if they currently had plans for additional education. Responses to this question summarized in Table 8 reveal that 30 percent of the former students were attending

college at the time of the survey and an additional 53 percent of the graduates plan to resume their college studies within a year or so.

Table 9

Former Students' Plans for
Additional Education

30%	Yes, I have already enrolled at another college or university.
27%	No, not at this time.
23%	Yes, I plan to re-enroll at another college or university in the next year or so.
20%	Yes, I plan to re-enroll at Napa Valley College within the next year or so.

Comments and Suggestions Offered by the Graduates. The last question on the survey was an open-ended item which states, "What changes, if any, would you recommend be made to enhance the educational experience of students attending Napa Valley College?" Although this open-ended question invited constructive criticisms and suggestions for improvement of college programs, just over one in four of the 135 comments made by the graduates praised a particular program or thanked a particular faculty member at the college. Appreciation for the college is exemplified in the following quotes from the graduates.

> "I appreciated very much attending Napa Valley College.... the interest of the teachers and the friendliness of the students. I was prepared to pass the state board exam in nursing at the age of 60 and now have a fulfilling job. Thanks so much."

> "Napa Valley College has good instructors that care for the students. Thank you very much. I give Napa Valley College an A^{++}."

> "Napa Valley College offered a more than adequate education for me in 1965 to 1967 and I was able to go on to the University of California and get a doctorate and a post-doctorate degree. This second time at Napa Valley College has proven very valuable to me and I am grateful for the education that I have gotten."

> "I enjoyed my time at Napa Valley College very much. The experience was not only a positive one, but a growing one as well. The highlights were those classes taken from Dr. Trepp. He was an inspiration which will go through life with me."

> "My experience in the Electronics Technology program was excellent. My general education courses were helpful also. I feel extremely fortunate to have been able to graduate under Ernie Abbott and Larry Clark. If it helps you, I work for (name of company). My yearly earnings are $40,000. I am 26 years old."

The remainder of the comments focused on specific suggestions for strengthening a particular instructional program (30%), improving counseling and student services (30%), and a desire to have a greater variety of courses offered, particularly in the evening (5%). The comments and suggestions made by the graduates have been forwarded to the Superintendent & President, the Dean of Instruction, and the division chairs and heads of units to whom the feedback was directed.

RECOMMENDATIONS

The results of this study clearly demonstrate that Napa Valley College is doing an excellent job in serving the educational needs of its students. These results are similar to those obtained in the follow-up surveys of students who graduated from the college in 1982-83 and in 1983-84. The positive evaluations of the college given by the alumni are consistent with the favorable ratings received in the fall 1984 surveys of current students and community members.

> Recommendation One. The positive feedback we have received from our constituents should be incorporated into the college's advertisements, press releases and publications. Students, members of the community, and the staff itself need to be continuously reminded of the significant benefits that have been realized by individuals who have attended Napa Valley College.

Financial concerns were the primary reason cited by graduates for not meeting their initial educational goal of transferring from Napa Valley College to a four-year college or university. Nearly all of the individuals in this category expressed a desire to continue their education within the next year or so. Most obtained full-time jobs upon graduation, probably with the expectation that they could save the money needed to finance their baccalaureate studies.

> Recommendation Two. Potential transfer students should be encouraged to meet with members of the financial Aid/EOPS staff to plan strategies for financing their upper-division studies. These conferences should take place at the start of the students' sophomore year. Representatives from four-year colleges and universities need to be informed that they are losing many good students due to financial concerns. Financial aid staff at these institutions should be encouraged to work with our students in helping them apply for financial support needed to support their upper-division studies.

One of the unique features of Napa Valley College is that it prides itself on providing its students with personalized attention. The findings of this study support this claim. More specifically, over 90 percent of the graduates expressed satisfaction with the size of their classes, their relationships with faculty members and with othet students, and with their treatment as individuals rather than an numbers.

Recommendation Three. Members of the college staff need to continue to do all they can to support the motto on the front cover of the 1986-87 college catalogue which states, "Napa Valley College -- Where you get personal attention." This is an important selling point for why students should attend Napa Valley College rather than another college or university.

A high percentage of the graduates noted that they were not adequately prepared to succeed in their first-year courses at the college in such basic skills areas as problem-solving skills, note-taking skils, test-taking skills, mathematics skills, speaking skills, and study skills.

Recommendation Four. Consideration should be given to offering a short course at the beginning of the semester and in the summer on college survival skills. Such a course could provide incoming students with instruction on such topics as study skills, note-taking skills, test-taking skills, and problem-solving skills. Participants in this course could also be given assistance with academic and career planning. Students attending the SOAAR sessions should be encouraged to take such a course. This course is being offered by the EOPS staff as part of its Summer Readiness Program. This course combines instruction in study and test-taking skills, career awareness, and college orientation.

Students learn by becoming involved. Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience. The amount of student learning and personal development associated with any program is directly proportional to the quality and quantity of student involvement in that program.

Napa Valley College provides a variety of resources facilities and opportunities that are intended to facilitate student learning and development. Research studies have shown that the extent to which students take advantage of the facilities (e.g., libraries, learning skills laboratories), resources (e.g., faculty, counselors, other students), and opportunities (e.g., coursework, campus activities) is positively related to their learning and personal development. Many of the graduates, especially those attending classes in the evening, didn't take full advantage of the opportunities for learning and development available in the college setting.

Recommendation Five. Recent research suggests that learning will be greatest when the learning environment is structured to encourage active participation by the student. College staff members should encourage students to make full use of the resources, facilities and opportunities for learning and development available at Napa Valley College. The importance of student involvement in their learning should be stressed in the SOAAR sessions and in all classes. A special effort should be made to increase opportunities for involvement of evening students with faculty, other students, and college support services staff.

The comments and suggestions made by the former students for strengthening the programs and services of the college have been forwarded to staff members to whom the remarks were directed. If taken seriously, the feedback provided to us by our graduates can assist the college to better serve its students. For example, a number of graduates who participated in the last two follow-up studies of college degree and certificate recipients recommended that their experience at the college could be improved if they received increased counseling, additional academic advisement, and more accurate information concerning degree and transfer requirements. Although many of the concerns expreessed by the former students were caused by factors beyond the college's control, the counselors took the feedback seriously. This year, under the direction of Gladys Dallas, the counselors have participated in a series of in-service professional development sessions designed to ensure that the information provided to students is indeed accurate. The fruits of this effort should be reflected in the results of the follow-up study of the 1985-86 graduates.

Recommendation Six. The constructive feedback obtained in this study for improving programs and services should be given careful consideration by all college staff. The college needs to do all it can to prosper in the very competitive environment in which it operates.

CONCLUSION

The findings of this study demonstrate that Napa Valley College is doing an excellent job in serving the educational needs of its students. Most of the students who graduated from Napa Valley College in 1984-85 were satisfied with all aspects of the educational and student service programs at the college. The graduates were satisfied with the quality of instruction they received in their major programs of study and gave high ratings to the overall quality of education provided at the college. Most of the degree recipients who continued their education at a four-year institution were satisfied with their preparation for transfer. Nearly all of the graduates who entered the labor market were satisfied with the preparation for employment they received at the college, and most of these individuals gained employment in jobs with a starting salary that was in excess of $16,000 per year, and close to one-half of the graduates had annual salaries of over $20,000.

JF:mm
4-25-86

FOLLOW-UP SURVEY OF FORMER NAPA VALLEY COLLEGE STUDENTS

DIRECTIONS: The information you supply on this questionnaire will be kept confidential. The data you supply will be summarized with the responses of other individuals, and will be used primarily for research and planning purposes. Please complete the enclosed questionnaire as soon as possible, and return it in the enclosed postage-paid envelope by Friday, Janaury 31, 1986.

1. Check the response(s) that best describes your current status (Check all that apply):

23% 1. Attending a four-year college or university:

_____
(Name of College or University)

16% 2. Attending classes at Napa Valley College or another community college:

_____
(Name of Community College)

56% 3. Employed full-time
24% 4. Employed part-time
8% 5. Not employed full-time and seeking a job
4% 6. Full-time home responsibilities
1% 7. In active military service
7% 8. Other (Please specify):_____

2. Which of the following statements best describes your educational plans when you first enrolled at Napa Valley College? (Check only one response.)

37% 1. Earn an Associate degree (A.A. or A.S.) and then transfer to a four-year college or university
34% 2. Earn an Associate degree and then find full-time employment upon graduation from Napa Valley College
6% 3. Take courses necessary for transfer to a four-year college or university (not interested in A.A. or A.S. degree)
16% 4. Complete a vocational/technical certificate program
2% 5. Take a few job-related or job-required courses
-- 6. Take courses needed to develop my basic skills in reading, writing, speaking, and/or math
5% 7. Take a few courses for general interest or self-improvement
2% 8. Other (Please specify):_____

3. Was your goal (Indicated in Item 2) achieved by the time you left Napa Valley College?

____ 1. Yes 90% 2. No 10%

If not, why? (Check as many as apply.)

32% 1. Transferred to another college or university
23% 2. No longer interested in the goal I had when I first enrolled at Napa Valley College
0 3. Courses/programs I wanted were not available
0 4. Dissatisfied with my academic performance
0 5. Dissatisfied with the quality of teaching
10% 6. Accepted a job
3% 7. Could not work and go to college at the same time
10% 8. Financial reasons
3% 9. Other responsibilities became too great
16% 10. Other (Please specify)_____

4. What was your major field or program of study at Napa Valley College?

Name of major/program:_____
(Please indicate)

____ 1. Undecided
____ 2. Not interested in majoring in a particular program or field of study

5. When did you attend most of your classes? (Please circle the appropriate response.)

1. Morning	2. Afternoon	3. Evening
64%	21%	13%

6. How many units of college credit did you complete before leaving Napa Valley College?_____

7. How satisfied were you with each of the following aspects of Napa Valley College? Please check the appropriate response.

	Satisfied	Somewhat Satisfied	Not Satisfied	Does not Apply
1. Overall quality of education at Napa Valley College	72%	25%	2%	2%
2. Quality of instruction in your major area of study	72%	22%	4%	2%
3. Out-of-class availability of your instructors	68%	24%	6%	3%
4. Relationships with faculty members (approachable, helpful, understanding, encouraging)	68%	27%	3%	2%
5. Class size	80%	17%	3%	--
6. Availability of a counselor for academic/career advice	48%	32%	16%	5%
7. Relationships with other students at the college (friendly, supportive, sense of belonging)	78%	17%	4%	2%
8. Concern for you as an individual	54%	36%	6%	3%
9. Opportunities for personal involvement in student activities	37%	21%	9%	34%
10. Academic assistance received from tutors, Learning Skills Center Staff, and/or Writing Lab	44%	17%	5%	34%
11. Relationships with administrative personnel and offices (helpful, considerate, flexible)	47%	32%	13%	8%

8. Were you adequately prepared to succeed in the courses you enrolled in during the first year you attended Napa Valley College?

85% 1. All courses
11% 2. All but one course: _____ (Name of Course)
3% 3. Some courses: _____ (Names of Courses)
1% 4. None of my courses: _____ (Names of Courses)

9. How well prepared were you to complete the courses which you enrolled in during the first year in which you were enrolled at Napa Valley College? Check the appropriate response for each skill area.

	Adequately Prepared	Somewhat Prepared	Not well Prepared	Not Applicable
1. Mathematics Skills	55%	24%	12%	9%
2. Note-taking Skills	57%	31%	8%	3%
3. Reading Skills	80%	16%	1%	3%
4. Writing Skills	70%	23%	5%	2%
5. Test-taking Skills	55%	30%	11%	3%
6. Problem Solving Skills	58%	32%	7%	3%
7. Speaking Skills	53%	25%	16%	7%
8. Study Skills	49%	34%	14%	3%

10. Did you consult with anyone at the college before you decided to stop attending classes at Napa Valley College?

1. Yes 43% 2. No 57%

If Yes, with whom did you discuss your decision? (Check all that apply.)

71% 1. A counselor
21% 2. A faculty member
-- 3. A staff member in the Learning Skills Center
-- 4. A tutor
3% 5. Another student
5% 6. Other (Please specify) _____

11. About how many hours per week did you spend in each of the following activities during the last semester that you attended classes at Napa Valley College?

1. Hours in class per week: --
2. Average number of hours per week studying for your classes: 10.8
3. Average number of hours per week working in a job: 23.3
4. Average number of hours per week participating in college-sponsored activities, clubs, and/or organizations: 88 per cent did not participate in extra-curricular activities.

12. During your last two terms at Napa Valley College, about how often did you do each of the following? Indicate your response by checking the appropriate response to the right of each statement.

	Never	Once	2 - 4 Times	5 or more Times
1. Asked a faculty member for advice about your program of study	15%	21%	44%	20%
2. Asked a counselor for advice about your program of study	21%	29%	37%	12%
3. Asked your instructor for information related to a course you were taking (grades, make-up work, assignments, etc.)	8%	13%	39%	40%
4. Made an appointment to meet with a faculty member in his/her office	28%	18%	41%	12%
5. Discussed ideas for a term paper or other class project with a faculty member	33%	20%	35%	12%
6. Discussed your career plans and ambitions with a faculty member at the college	19%	18%	43%	20%
7. Discussed your career plans and ambitions with a counselor at the college	36%	26%	29%	8%
8. Used the college library as a quiet place to read or study	11%	4%	22%	63%
9. Used the college library to find materials I needed for a class assignment	14%	7%	27%	52%
10. Had meals, snacks, etc., at the campus cafeteria	11%	5%	19%	65%

Question No. 12 continued . . . .

11. Talked to other students outside of class about your courses and other college activities	4%	5%	19%	73%
12. Worked with other students on a class project	17%	12%	36%	35%
13. Met with other students outside of class to review the coursework	16%	8%	29%	47%
14. Spent an average of two or more hours per week outside of class studying for each one of the courses in which I was enrolled	8%	5%	20%	67%
15. Attended a meeting of a campus-based club, organization, or student government group	75%	10%	6%	9%
16. Received assistance with a course from a tutor and/or a staff member in the college's Learning Skills Center	72%	12%	10%	7%
17. Spent three hours or more writing a paper for a class before turning it in	11%	14%	38%	37%

13. If you could start college over again, what, if anything, would you do differently than you did when you attended Napa Valley College? (Check all that apply.)

41% 1. I would not have done anything differently.

4% 2. I would have enrolled in fewer courses.

26% 3. I would have allowed more time to study for my classes.

2% 4. I would have made appointments with my instructors to discuss my progress in their classes.

10% 5. I would have enrolled in classes to strengthen my skills in one or more of the following areas: reading, writing, mathematics, and/or study and test-taking.

5% 6. I would have requested help with a course I was experiencing some difficulty with from the instructor, a tutor, or another student.

1% 7. I would have made an appointment with a faculty member or a counselor before withdrawing from a particular course.

1% 8. I would have made an appointment with a faculty member or a counselor to discuss the reasons why I didn't plan to return to the college the following semester.

3% 9. I would have requested that I be assigned to an academic advisor.

1% 10. I would have participated in campus-based clubs, organizations, or student government groups.

7% 11. Other (Please describe): _____

14. Do you currently have plans for additional education? (Check only one response.)

27% 1. No, not at this time

20% 2. Yes, I plan to re-enroll at Napa Valley College within the next year or so.

30% 3. Yes, I have already enrolled at another college or university.

23% 4. Yes, I plan to re-enroll at another college or university in the next year or so:

_____
(Name of College)

IF YOU ARE ATTENDING A COLLEGE OR UNIVERSITY OTHER THAN NAPA VALLEY COLLEGE, COMPLETE PART 2; OTHERWISE, GO TO PART 3, which is at the bottom of this page.

PART 2

15. What is your current college major? _____

_____

16. How satisfied were your with your preparation for transfer?

24% 1. Very Satisfied
31% 2. Satisfied
27% 3. Somewhat Satisfied
15% 4. Not Very Satisfied
3% 5. Dissatisfied

17. How many, if any, credit hours earned at Napa Valley College were not accepted at the college or university you are now attending? 9 percent did not have all (Number) credits accepted.

(Please identify the names of the courses which were not accepted at the college or university to which you transferred.

_____
Name(s) of Course(s)

IF YOU ARE EMPLOYED, COMPLETE PART 3; OTHERWISE, GO TO PART 4, which is the last item on the survey.

PART 3

18. What is your employment status? (Please check one):

38% 1. Working full-time (35 hours or more per week)

39% 2. Working part-time (less than 35 hours per week)

Question No. 18 continued . . .

2% 3. Not working and seeking work

1% 4. Not working and not seeking work

3% 5. Working part-time and attending college

19. What is your job title?_____

What is the name and location of the business or agency where you are employed?

Business/Agency:_____

City:_____

20. Is your present job related to your program of study at Napa Valley College?

72% 1. Yes

28% 2. No

21. If your job is not related to your program of study, check the major reason below:

38% 1. Could not find a job in field of college preparation.

21% 2. Better pay in field in which I am employed.

8% 3. Better opportunities for advancement in the field in which I am employed.

21% 4. Did not want to work in the field of preparation.

13% 5. My program of study at Napa Valley College was not career-related.

22. If you are employed full-time, what is your annual salary? (We need this information to give students a general idea of the wages they might expect. If you are employed part-time, please estimate what your annual salary would be if you worked full-time.

17%	1. $5,000-$10,999	21%	4. $20,000-$24,999
29%	2. $11,000-$15,000	7%	5. $25,000-$29,999
16%	3. $16,000-$19,000	9%	6. $30,000 or more

23. How satisfied are you with your community college preparation for employment?

37%	1. Very Satisfied	8%	4. Not Very Satisfied
46%	2. Satisfied	0	5. Unsatisfied
9%	3. Somewhat Satisfied		

24. If you are not employed and are looking for a job, please check the major reason you have been unable to secure employment. Check only one reason.

13% 1. Salary too low in the field for which I was trained at Napa Valley College.

38% 2. There are too few openings in the field in which I was prepared.

38% 3. I need more education to qualify for the job I want.

13% 4. I have changed my career objectives since graduating.

-- 5. I have not looked hard enough.

-- 6. There are job openings in my field but I am not willing to relocate to where the jobs are.

PART 4

What changes, if any, would you recommend be made to enhance the educational experience of students attending Napa valley College? Please comment.

Thank you for completing this survey. Please put the completed survey in the stamped, self-addressed envelop and mail it to Napa Valley College.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES JUN 27 1986